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being considered by the University of Michigan. Three chapters contain essays on German education which were published during the war. They attempt to set forth the essential differences between German and American ideals of education. The last chapter describes the "Harvard Graduate School of Education" which is being established.

One might raise a question as to why such an excellent monograph as the first three chapters would make should be made to carry an equal amount of loosely associated material. The last eight chapters are interesting and have individual value, but are not more closely related to the theme of the book than many other articles which might have been included. The busy school administrator would doubtless appreciate the book more if there were fewer "riders" attached.

An experiment in pupil self-government.—Numerous articles of a theoretical nature dealing with the possibilities of pupil self-government, and occasional accounts of such experiments, have been published. The idea is old, but each year brings reports of new attempts to work out a successful plan. Professor Craddock gives an interesting and optimistic discussion¹ of an attempt at pupil self-government in an English secondary school for boys. The experiment differs from many of those which have been tried, in that it was confined to the classroom rather than extended to the entire school. The first part of the book describes in detail the way the plan originated and the manner in which it actually operated during the first two years of trial. This much of the discussion would be of interest to teachers in the upper grades of the elementary school. It also contains some excellent suggestions regarding the social control of a class group. The latter part of the book is introduced by the statement, "As far as I can see, there is no valid reason why the scheme thus outlined could not be applied to a larger unit than the class, standard, or form. There is, in my opinion, everything to be gained by its extension to the whole school (p. 58). From this point on his discussion is theoretical and his conclusions are open to question. The book is well written and presents with fairness both the merits and defects of the scheme proposed.

An elementary book in household art.—For a long time there has been a definite demand for an elementary textbook in household art suited to the grades in village and city schools. A recent volume by Cooley and Spohr² is an attempt to meet such a demand.

Volume I introduces in simple story form the problems of the family budget, home furnishing, care of the baby, textiles and sewing, and the selection of

¹ ERNEST A. CRADDOCK, *The Class-Room Republic*. London, England: A. & C. Black, Ltd., 4 Soho Square, 1920. Pp. iv+80.

² ANNA M. COOLEY and WILHELMINA H. SPOHR, *Household Arts for Home and School*. New York: Macmillan Co., 1920. Vol. I, pp. ix+433. \$1.50. Vol. II, pp. viii+436. \$1.60.

clothing. This unit arrangement provides for great flexibility in the use of the book. Suggestions and questions at the close of each lesson present ideas for making the work individual and concrete. The teacher who reads this volume at once realizes the value of its great project, in equipping and providing for a home, as a factor for motivating the year's work. It is a project through which problems of significance are worked out, which develop in the pupil a keen sense of judgment, ability to execute, and ability to appreciate, good arrangement and proper relationships.

Care of the house, the selection of food, the preparation of meals, and the protection of the health of the household are the main topics discussed in the second volume. The lessons are selected with discrimination, and suitable balance is maintained between the various topics. The caption "What All Eighth-Grade Girls Should Know" might fitly be applied to the content. The preparation of meals serves as the basis of food study, and otherwise there is evident the purpose to gather out of the pupils' experience and interests what gives motive toward effective work. Another feature is the use of the house as a supplementary laboratory.

The book does not make adequate provision for the development of thought and initiative on the part of the pupil, and fails to give opportunity for the understanding of principles through experiments. The particular activities and methods of work for the girls of "Sunnyside Apartment" become a law to the users of the book as a text. Likewise, the personality and potential resourcefulness of a teacher are submerged in that of the much-quoted and ever-present "Miss Ashley." These features, together with an unfortunate conversational style, make the book much less valuable as a text than for reference purposes. An attractive as well as a valuable feature is the abundant use of well-designed and pertinent illustrations.

Curriculum material.—*The Nineteenth Yearbook of the National Society*, Part I, emphasized the need of new materials for the curriculum. In accord with such a program a study¹ has recently been published by the faculty of the Francis W. Parker School of Chicago which contains a number of interesting experiments on the adaptation of the curriculum to the individual. These studies were selected from lessons used by the various grades during the past year, and, in most cases, the methods and materials used are within the scope of the average classroom. The first chapter contains a number of project exercises devised for a seventh-grade class. The second chapter, entitled "Social Interests in the Class Room," gives a number of lessons in civics and four very interesting eighth-grade studies on the life of Lincoln. Another chapter contains a concrete report of some community activities in the school, such as a paper-saving and a postage-saving campaign, which were a part of

¹ *Francis W. Parker School Studies in Education*, "The Individual and the Curriculum." Chicago: Francis W. Parker School, 1920. Pp. 158. \$0.45.